Insight February 2022 release -
Support with analysing and reflecting on Insight data

The time period covered by these statistics means that the results will be affected by the coronavirus (COVID-19) pandemic. In particular, the **cancellation of exams and external assessment of coursework** in 2020, and the use of the Alternative Certification Model in 2021, will have affected the attainment of many 2020/21 school leavers. It is also likely that the pandemic will have continued to affect the destination choices made by, and opportunities available to, some school leavers in 2020/21.

The impacts of these different approaches to certification upon school leaver attainment means that care should be taken when making comparisons over time. The attainment data provides an accurate reflection of the attainment with which school leavers in Scotland left school; for this reason attainment data for 2020/21, 2019/20 and previous years are presented together.

In addition to this, levels of attainment by 2020/21 school leavers are also likely to have been affected by any changes to pupils' decisions on staying on at school related to the pandemic. The relative size and make-up of the 2019/20 school leaver cohort indicated that fewer S4 or S5 pupils left school in 2019/20 than might have been expected. These pupils, many of whom are likely to have instead left in 2020/21, will have had opportunities to gain more qualifications, and/or to gain qualifications at a higher level, than had they left at the end of the 2019/20 academic year. This is likely to have affected the total number of passes, and the highest level of qualification, attained by some school leavers in 2020/21.

Care must therefore be taken when comparing the attainment of 2020/21 school leavers with that of 2019/20 school leavers and when comparing these years to the attainment of earlier school leaver cohorts. Any changes between the attainment levels of the 2020/21 cohort, the 2019/20 cohort and those of previous years should not be seen as an indication that performance has improved or worsened, without further evidence.

Use School Leaver Attainment figures:
- ✓ As an accurate reflection of the attainment with which school leavers in Scotland left school in different years.
- ✓ To make factual comparisons of the proportions of school leavers attaining at different SCQF levels over time.
- ✓ To compare the attainment of different groups of school leavers within years.

Do not use School Leaver Attainment figures:
- X As an indication that performance in 2019/20 or 2020/21 was better or worse than in previous years, without further evidence.

X   Without taking full account of the different approaches to certification in 2020 and 2021 compared to previous years.

Note that these statistics now include the attainment from the Incomplete Evidence Contingency (IEC) process, introduced as part of the Alternative Certification Model (AMC) 2021 to allow learners who meet specific criteria to undertake assessments and be resulted post-August 2021.

Using this session's senior phase data to support pupil progression and school evaluation
Insight allows schools/establishments, local authorities and RICs to reflect on performance as part of their processes to improve through self-evaluation. Users will also consider school context and other sources of information in their analysis as well as Insight data.

Supporting your analysis of the data
The Advisors are available to provide one-to-one support to your analysis. For further information, and to arrange a conversation with an advisor, please email the advisors.

General points to consider

Please note that the methodology for the Virtual Comparator has not changed. However, the change in assessment process in 2020 and again in 2021 should be considered when looking at your school attainment compared to the virtual comparator. Using other comparative measures, such as Course Comparator, will require care.

- How does your data look? Is it as expected?
- Are there any anomalies in your data? Can these be explained?
- How does your data fit into the school's five-year* trend?
- Are there groups of pupils whose attainment raises specific issues?
- Would a conversation with an Insight Advisor be useful to help examine this year's data? Click here to find out more about this.

    *to display five years' worth of data – click on your user name at top right of Insight screen, click settings and change the radio button to show 5 years.

What does this mean for session 2021/22 and beyond?

1. How does attainment vary for different cohorts?

    Aspects to consider
    - The highest attaining 20% - what did the 2020 S4 cohort gain as S5 in 2021? Are there areas that are more successful in translating a pupils multiple A grade National 5s into A or B grades at Higher?

- The middle 60% - what did the 2020 S4 cohort gain as S5 in 2021? Are there areas that are more successful in translating a pupils C or D grade National 5s into level 6 success?
- The lowest attaining 20% - what did the 2020 S4 cohort gain as S5 in 2021? Compare annual and cumulative total tariff scores. Did this group of pupils make progress up the SCQF framework?
- Does the answer look different if you use the filters? Do the S4 into S5 translation rates look different for males/females, for pupils who are entitled to FSM and those who are not? Also explore ASN, SIMD, Ethnicity, EAL and LAC.
- What are the opportunities in your school for pupils to gain level 6 success that is not Higher?
- What are the opportunities in your school for pupils to gain level 5 success that is not National 5?

2. Given the mix of online learning and in-school provision, and the differing assessment processes over the last two years, what are the challenges in supporting appropriate pupil progression, both in terms of attainment and learner journey?

   Aspects to consider
   - Pupils may have started courses in the senior phase with knowledge and skills gaps as a result of lost teaching time. Is this reflected in your school? If so, how is it being addressed?
   - How has practice through the year changed? For example, teaching and learning practice, digital learning, assessment, support etc. What is proving successful, and workable?
   - How did you use your experiences of estimating results in 19/20 to support moderation of estimates in 20/21? How will this impact on decisions made in session 21/22?

3. Will analysis of the data lead to changes going forward, and if so how?

   Aspects to consider
   - Assessment, including evidence collection, and moderation.
   - How does your curriculum offer support learner progression up through SCQF levels?
   - Coursing conversations with learners and families
   - How well does your BGE prepare learners for senior phase success?
   - Some of this may be more appropriate to explore using the National data (leavers) that will form part of the February 2022 update.

4. Has the disruption of the last couple of years disproportionately affected the attainment of any particular groups of pupils in your school?

Find a baseline from your school data to use. For example, what does the Attainment For All for middle 60% look like for all S4 pupils? It can be useful to look at this baseline to monitor performance of different groups.

Aspects to consider
- Use filters* to look at the attainment, and reflect on how the attainment of different groups compares to the attainment of the whole S4 cohort.
- Compare attainment of
  o males and females
  o pupils in different SIMD areas
  o pupils with and without ASN
  o pupils entitled to Free School Meals
  o Also explore ASN, SIMD, Ethnicity, EAL and LAC.

- To begin to take account of the many and complex social, economic and demographic issues that will have an influence on the young people in school; use multiple filters. For example, filter for ASN and FSM, does the gap to the whole S4 population get larger for any particular group? If so, has this gap altered over the last two years?
- What does this mean for your curriculum practice, for example, teaching and learning practice, digital learning, assessment, support etc.?

*Using Filters

For each of the measures presented in the tool, it is possible to apply filters to explore the data based on underlying pupil characteristics. These filters are based on data from the Pupil Census, matched to the school leavers collection, leaver destinations and attainment data.

It is vitally important to recognise that when using filters, the filter selected applies to all of the cohorts **except** the Virtual Comparator considered by the measure, unless the filter is applied to one of the four Virtual Comparator characteristics (sex, stage, SIMD and ASN) For example, by selecting those pupils with English as an additional language (EAL) as a filter, the selection will display the result for

- those pupils in the target school with EAL;
- the pupils from the Virtual Comparator who are matched to the pupils in the target school with EAL. So when the EAL filter is applied, the pupils in the Virtual Comparator may or may not have EAL themselves but will match their target pupils on other factors;
- those pupils in the LA with EAL;
- those pupils nationally with EAL.

It is possible to apply filters individually or in combination, for example, restricting the results to 17 year olds with additional support needs and a minority ethnic background. However, the tool will suppress results for cohorts smaller than 5 pupils and the more filters that are applied, the greater the likelihood that results will be suppressed.

Further Information: Glossary: Filters   Technical Guide: Filter   Navigation Pack, page 15

Using Filters - some examples:

A Subject uptake (as % of base cohort):

Look at trends over the past 5 years. What are the patterns of subject uptake for all senior phase qualifications both within individual subjects and across all subjects at whole school level by SIMD?
- Course, whole course summary
- Change options, select qualification level, select stage, filter by SIMD 1
- Repeat for other SIMD quintiles
- Download data and sit side by side to see patterns at whole school level by curricular areas

Look at trends over the past 5 years. What are the patterns of subject uptake for all senior phase qualifications both within individual subjects and across all subjects at whole school level by sex?
- Course, whole course summary
- Change options, select qualification level, select stage, filter by female
- Repeat for male
- Download data and sit side by side to see patterns at whole school level by curricular areas

Look at trends over the past 5 years. What are the patterns of subject uptake for all senior phase qualifications both within individual subjects and across all subjects at whole school level by SIMD and sex?
- Course, whole course summary
- Change options, select qualification level, select stage, filter by female then by SIMD 1
- Repeat for other SIMD quintiles
- Repeat for male
- Download data and sit side by side to see patterns at whole school level by curricular areas

B If your school uses predicted grades:

Predicted grades vs actual grades:
How well do predicted grades compare to actual grade by SIMD?
> If you have the data available, use your own school tracking system to gather predicted grades and breakdown by SIMD.
> - Go to: Local Course Measure: Attainment in Selected Graded Course - Percentage of Resulted Entries
> - Click change options
> - Select level (note when level is selected it resets course selection)
> - Select relevant course e.g. Biology
> - Filter by SIMD - e.g. select SIMD 1
> - Note % of A's, B's etc. for each SIMD

C Pathways and initial destinations (using National Data):

By SIMD

Use filters on initial destinations to find out differences by SIMD
- Filter by SIMD e.g. select SIMD 1
  Now you should be able to see data for all learners in SIMD 1. Do the same for each SIMD and compare.

By sex:
- Filter by sex i.e. click male
  Now you should be able to see data for all learners who are male. Do the same for female and compare

By sex and SIMD
- Filter by sex and SIMD: select male, select SIMD 1. Do the same for female and SIMD 1. Repeat this for each SIMD and compare.